

Keystones to Opportunity Full Application

LEA Information

Contact Information

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County LEA is located in:

Washington

What IU serves your LEA?

IU 1

What is your LEA's student population?

1539

KtO Full Application Guidance

Appendix D (Budget Worksheet)

Upload Completed Appendix D (Budget Worksheet)

Identifying the Appropriate Target Group

1. Click here to download a Template for Target Group Identification (Appendix A).

Identifying the Appropriate Target Group

2. Identify Target Group

Targeted

a. Please summarize your Target Group by statutory area, school, grade level, and sub-groups.

After further review of our local Literacy Needs Assessment, the Literacy Council decided to target those grade levels that scored the overall lowest in the most areas. Our middle level needs assessment ratings in all areas were lowest in comparison to other school age ratings. Review of our student achievement data also indicated grades five (5) through (9) had the largest percentage of basic and below basic students. Review of PVASS data noted a lack of growth in grades 5 and 8, critical transition years. This data supported our needs assessment findings. The council recognized that the biggest benefit for district wide impact was to target grades 5, 6, 7, 8 and 9. All sub-groups among those grade levels will be targeted. Sub-groups include Special Education, Economically Disadvantaged, Black, and White. Grades 5-6 are housed at the Washington Park Elementary School. In Fall 2012, grades 7-9 will be housed at the Washington Jr./Sr. High School following extensive renovation of the high school building. Fall 2012 will be the first year for our 7-12 consolidation. At this time, grades 7 and 8 are housed in the Washington Park School building. We have been strengthening transition activities and aligning middle school and high school curriculum and instruction during the construction period of two (2) years. In preparation for the consolidation and to secure the smoothest possible transition, we have continued grades 7 – 12 content summits. Ninth graders continue to have difficulty transitioning to high school. Our 4Sight scores show declines in reading achievement. We are actively trying to discover the root cause of said declines in both grades 8 and 9. A comprehensive literacy plan will assist us to diagnose and accelerate the reading performance of all students in all grade levels.

b. How many students and teachers are you targeting in each of the following statutory areas? For the purposes of this application, we are defining Middle School as grades 6 through 8, and High School as grades 9 through 12.

	# of Students	# of Teachers
Birth to age 3	0	0
Preschool	0	0
K-Grade 5	130	19
Middle School	228	30
High School	110	30

3. Describe how intensive work with this Target Group will positively impact one or more of the following: a) The oral language skills of children entering Kindergarten b) PSSA Reading scores (in all grades collected) c) DIBELS Next scores (K to grade 3) d) GRADE Reading scores (Pre-K through grade 12)

Current PSSA, 4Sight, and PVAAS data show that the students in our target group are not consistently making progress. Subgroups within the target group are not rising to close the achievement gap at the expected rate. Fifth and eighth grades do not show at least one year's growth over a 3 year average. 4Sight scores, while showing improvement, project that our 5th graders are only 71% proficient and our 7th graders are 65% proficient in Reading. Intensive work with this target group will positively impact PSSA reading scores for both the entire target group and the individual subgroups contained therein. Analysis of student achievement data will assist in creating intensive prescriptive instruction that will meet the needs of each student. A tiered framework for remediation will allow fluid movement between tiers. Progress monitoring with the Classroom Diagnostic Tools will assist in adjusting remediation for all students to best meet their needs. This intensive, prescriptive work with students in the target group will assure that every student will receive reading instruction that reflects best teaching practices; be assessed regularly to plan for instruction; read fluently on grade level throughout his/her school career; receive appropriate intervention and remediation as needed K-12; learn strategies for reading complex content area texts; improve performance in reading on district and state required tests; read a required number of books during specific time periods to assure development and maintenance in reading fluency. While many of our students in K-12 are reading proficiently, each grade level has students scoring in the non-proficient range. In order to serve the non-proficient readers in grades K-12, we must restructure some of our current literacy instruction and focus resources on research based proven practices. Research shows that phonemic awareness is the most powerful predictor of success in beginning reading and for most children a prerequisite for learning to read. Children who do not develop phonemic awareness do not go on to read proficiently. For older students, phonemic awareness instruction must continue using a balanced approach combining language and literature rich activities in order to develop reading proficiency. The achievement gaps demonstrated among students in grades 5 – 9 must be addressed via a prescriptive approach at all grade levels. Although our targets for the grant are grades 5-9, we will continue our efforts by sustaining Birth-12 participation on the Literacy Council. We will sustain our primary grades K-3 exceptional reading achievement via our continuous improvement model. Implementation in grades 5-9 will be shared, piloted and/or implemented in age appropriate grade levels. We will strengthen our collaboration with Birth – 5 in order to assist with improving transition and partnerships as indicated by the needs assessment. Best practices will also be implemented in grades 10-12.

4. Please provide the following assurances that the District/school administrators, instructional leaders and teachers have committed to:

- ☒ Facilitation of the LEA Literacy Core Team as it develops a birth through grade 12 Comprehensive Local Literacy Plan;
- ☒ Oversight of valid and reliable data collection and analysis;
- ☒ Administration of the specified assessment instruments for the identified Target Group during pre-specified assessment windows;
- ☒ Attendance at an annual regional data retreat;
- ☒ Administration of environmental assessments (ITERS-R, ECERS-R, H.E.A.T.) at least twice annually with the support and assistance of instructional leaders and/or Regional Keystones to Opportunity Managers
- ☒ Support and release time for instructional leaders (e.g., coaches, reading specialists) and teachers to fully participate in professional development opportunities.
- ☒ Supporting teachers in the implementation of research-based literacy practices;
- ☒ Attending professional development sessions in support of teachers;
- ☒ Assisting with environmental assessments twice annually
- ☒ Supporting teachers in the use of benchmark, diagnostic, formative and summative data to guide daily instruction.
- ☒ Attending Keystones to Opportunity professional development sessions and disseminating key learning to their colleagues;
- ☒ Improving the classroom environment to strengthen student literacy supports;
- ☒ Administering Keystones to Opportunity student assessments as directed by school leaders;
- ☒ Using formative and summative data to guide instructional decision-making;
- ☒ Implementing research-based literacy practices
- ☒ Providing classroom level data to the project evaluation staff, as needed.

Upload completed Template for District Target Group Identification (Appendix A).

Developing Local Comprehensive Literacy Plan**5. Certification of Participation for Planning Team Members is signed and original uploaded at end of section.**☒ Yes

6. Discuss the role your Early Childhood Education partner(s) played in completion of your Pre-application. Please note the name and agency of your birth to age 3 representative(s) as well as the name and agency of your pre-school representative(s). Were the representative(s) of your Early Childhood Education partner(s) physically present at your LEA Literacy Core Team meetings or did they provide input in another way? Please be specific.

7. If you receive Keystones to Opportunity funding, how will you ensure that representatives from all 4 statutory areas will be fully involved in the development of your Local Comprehensive Literacy Plan? For example, if a member of the Team who solely represents a statutory area, how will you go about replacing that individual?

8. Describe the process your team will use to develop its Local Comprehensive Literacy Plan and how the plan will be used within the LEA to guide literacy activities.

Our early childhood partners were active participants and physically present at the Literacy Core Team needs assessment meeting. Our Birth to 5 partners include:

Kelly Goedel, Connect, Inc. Director Washington Family Center; Jeffrey Fondelier, V.P. Operations Community Action Southwest, Angie Marshall, Tammy Thompson Southwest PA Human Services, Angie Marshall, Coordinator Community Action Southwest. Kelley Goedel, Connect, Inc. joined us to view the February KtO grant application webinar. Agency members could not attend all meetings. In the interim, the Literacy Council communicated via electronic mail.

As we proceed, we plan to maintain the Literacy Council and the birth - 12 collaborative focus. In order to meet the timeline, development of the plan requires monthly meetings and significant collaborative efforts. Participants are willing to invest this time and effort in order to strengthen the birth - twelve instructional delivery and raise literacy standards and achievement. Although frequent meetings are planned, the team will continue to collaborate on intermittent parent and student activities and/or workshops. Literacy team members are also participants on other community committees that work to review, revise and improve services to students and families. Replacing exiting members is a priority for birth-12 to assure that all areas are represented and that implementation occurs and is monitored in all statutory areas.

The development of the Local Comprehensive Literacy Plan (LCLP) is a critical task. To increase objectivity & help ensure that the plan is prepared in a rigorous manner, our district will employ OnHand Schools, an external educational consultant familiar with the Pa. Comprehensive Literacy Plan (PCLP). During year 1, we will convene the local birth - 12 LEA Core Literacy Team multiple times to develop our LCLP. The LCLP will guide literacy activities such as curriculum development, professional development, & selecting research based instructional strategies appropriate for different ages/levels. It will guide decisions about materials, assessment strategies, resources & other key items required for students to be college & career ready in the 21st century. Mirroring the PCLP, the LCLP will provide guidance to the district stakeholders about their roles in developing an integrated, aligned, & comprehensive set of literacy experiences for students. The plan will identify & describe (1) essential evidence-based notions about the content of literacy (birth-grade 12) & (2)

processes by which all stakeholders involved in students literacy learning can facilitate in a coherent and consistent manner. [Pa. Comprehensive Literacy Plan] Our educational consultant (OnHand Schools) works as a partner in IU 1 serving as a preferred provider of consulting services. Their team includes:

Former Superintendents, Asst. Superintendents, Curriculum Directors, Principals, Literacy Coaches, English & Reading Specialists/Teachers

Former Distinguished Educators for Pa.

Former PDE & IU employees & consultants

Staff members with backgrounds/experience in Data & Formative, Summative and Benchmark Assessments, the SAS system, Curriculum Development, the Charlotte Danielson Evaluation Framework etc.

Educational evaluators & facilitators working on school & district comprehensive plans

Staff members who have been trained in LoTi & in the H.E.A.T. Model & are familiar with the LoTi Classroom Walkthrough protocol.

The consultant will:

Contact each team member to review the process, the rigor of the process & the important role that the plan will play in guiding literacy activities

Prepare the initial & subsequent meeting agendas based upon progress made at prior meetings

Review in detail over several meetings the various PCLP components to insure full understanding

Develop a strategy to divide the work among team members (e.g. different age groups) & provide research based literacy strategies to guide each group

Facilitate team meetings for the team as a whole & synthesize the products of the working groups. The goal is to prepare a single cohesive plan to guide the literacy activities and help prepare the final LCLP

Please upload the Certification of Participation for Planning Team Members. This is the last page from your Pre-application Local Literacy Needs Assessment.

Acquiring Baseline Knowledge and Skills

9. Describe the manner in which your teachers will acquire the baseline knowledge and skills covered in the 9 literacy content areas during Year 1. Specifically:
- a) How many teachers do you plan to send to each content training;
 - b) Discuss whether LEA training will be provided by intermediate units or other vendors;
 - c) If a vendor other than an intermediate unit is planned, explain how the applicant will provide concrete evidence that participants have acquired the knowledge and skills specified for the content area (Appendix B); and
 - d) Describe how the teachers in the Target Group and others who do not attend a specific professional development session will acquire the baseline knowledge and skills in that area.

Literacy Council representatives will attend trainings (3 administrators 7 teachers). We will include a special education rep and/or a specials teacher. While multiple teachers from the targeted grade levels are on the Council, we plan to include at least one representative from primary and high school to ensure a comprehensive understanding of quality literacy instruction. We have found this to be the most effective method for building capacity among teachers. Approximately 15 people will attend some or all trainings. Reading Apprenticeship training for Science and Social studies teachers delivered by IU1 consultants will ensure reading instruction across curriculum. Special art, physical education and music teachers will assist with emphasizing the building blocks for literacy. They will use and navigate the SAS site to determine what aspect of literacy instruction aligns with their discipline. We have some specials' teachers who have become proficient in integrating reading and/or math instruction in their deliveries via adopt an anchor. We plan to strengthen this approach. Budgeting for having teachers observe classrooms in which this is already effectively taking place as teacher to teacher training and planning sessions are required. Teachers are aware of the transition to common cores, introduced and discussed in multiple venues. Our administrators trained in Common Core and in collaboration with IU1 will provide staff development. We will continue to provide staff development for SAS website and monitor the degree of use. Teachers must participate in collaborative learning such as peer to-peer observations and teaming within and across grade levels that promotes the marriage of SAS and Common Core principles. On Hands School staff members will provide trainings for Literacy Council members in 21st Century environment. These educational evaluators & facilitators for school & district comprehensive plans have backgrounds/experience in Data & formative, summative and benchmark assessments, the SAS system, Curriculum Development, and Danielson's evaluation framework. They will provide data driven reports. Key leaders will build capacity as they increase their depth of knowledge and total comprehension of the primary PA literacy initiatives and content. Our Primary School has implemented RtII with fidelity. Results indicate a decline in referrals to MDE and positive achievement results from tiered instruction. Grades 4-9 are integrating some aspects of RtII. Embedded staff development is required to achieve the full results of RtII. In collaboration with our Primary School teachers, IU1 and PaTTAN, RtII in grades 5-9 will develop into the prescribed delivery. Year 1 will develop the key leaders' baseline skills in the 9 content areas. They will then model strategies and share their knowledge of these necessary reform initiatives. Key leaders will report to Professional learning community teams and/or grade level teams.

10. Describe the quantity and quality of any additional Year 1 professional development your teachers or other staff members will participate in using Keystones to Opportunity grant dollars. Include your rationale for this professional development and the research base that leads you to believe this professional development will contribute to literacy improvement within the LEA.

Teacher evaluation will play a key role in monitoring implementation. Utilizing H.E.A.T. observation forms and rubrics will greatly assist in revising and improving instruction in the areas of higher order thinking, engaged learning, authentic connections and digital age best practices. Staff development is necessary for administrators and teachers in order to guarantee a comprehensive understanding of the instrument and expectations required. Teachers receiving new technologies through this grant will receive consistent, intermittent training. Receipt of hardware is only the first step. Teachers need practical, in class professional development to allow for proficient, effective implementation. Unless teachers are proficient in utilizing new technologies, said technologies will have minimal instructional impact. A teacher utilized as a technology and data coach is an effective delivery. This teacher coach's depth of knowledge in technology integration, effective technical resources, and data analysis will result in effective instructional reform via embedded professional development. This position will allow us to build capacity among our teachers and will drive effective technical integration and inquiry and project based learning. To continue this effective, embedded staff development and train the trainer model, Keystone Literacy grant will reinstate the level of funding for this position lost when CFF funds were eliminated which is approximately 30% of the professional development allocation (30% of funding). Having teachers observe classrooms in which examples of best practices from each of the 9 literacy content areas also offers effective staff development. Teacher to teacher training and site-based planning sessions must be budgeted. Teachers must participate in collaborative learning such as peer to-peer observations and teaming within and across grade levels. Increasing the depth of knowledge among key leaders will build capacity as those individuals model strategies and share their knowledge of these necessary reform initiatives.

11. Describe how you will ensure that teachers implement the knowledge and skills acquired during Year 1 of the initiative with fidelity.

Effective teacher evaluation utilizing multiple venues i.e., observations, walk throughs, environmental studies/surveys etc. will monitor implementation. Our goals address classroom practice, curriculum, instruction and assessment. We plan to increase student achievement by actively engaging students in the learning process; Employ data-informed instruction by identifying individualized student needs through analysis of achievement, attendance and behavioral data. Data informed instruction includes administration and analysis of formative and summative achievement data. Team member will review the process, the rigor of the process & the important role that the plan will play in guiding literacy activities. Their critical role will be emphasized repeatedly. Preparing the initial & subsequent meeting agendas based upon progress made at prior

meetings will document leaders' modeling and sharing sessions with other staff members. We will follow a continuous improvement model. Consultants will review in detail over several meetings the various PCLP components to insure full understanding. We will develop a strategy to divide the work among team members (e.g. different age groups) & provide research based literacy strategies to guide each group in order to identify & describe (1) essential evidence-based notions about the content of literacy (birth-grade 12) & (2) processes by which all stakeholders involved in students' literacy learning can facilitate in a coherent and consistent manner. Multiple forums for participation exist. Common planning times, team meetings, K-12 summits, curriculum council, technology committee meet throughout the year and collectively design instruction, examine data and problem solving techniques.

Improving the Classroom Literacy Environment

12. Based on current research, describe an ideal literacy environment (group setting) for children birth through age 3.

a) Which components of this environment do you and your literacy partners currently have in place?

b) If birth through age 3 is part of your Target Group, describe the priority improvements you will make to the literacy environment for this age group during Year 1.

c) If birth through age 3 is not part of your Target Group, describe how your district will pursue continuous improvement in this area without Keystones to Opportunity funding.

Today's 21st century learning environments are the support systems that organize the condition in which children learn best – systems that accommodate the unique learning needs of every child and support the positive human relationships needed for effective learning. 21st century learning environments must address the multiple and interconnected learning needs of the whole child. Learning environments are the structures, tools, and communities that inspire students and educators to attain 21st Century knowledge and skills. Students need access to digital tools and media-rich resources that help them explore, understand, and express themselves in today's world. A robust infrastructure, designed for flexibility and growth provides this learning experience. In addition to core knowledge, life-long learning skills of Critical Thinking and Problem Solving, Creativity and Innovation, and Communication and Collaboration are essential to promoting the capacity to learn and grow. Teaching these skills must be seamlessly integrated into daily instruction. We must prepare our students with multi-modal literacies to participate fully in a global community. It is imperative that pre-school deliveries respond to the rapidly emerging information and communication technologies that continually shape new forms of communication. We must arm our students with skills, strategies and the resiliency/temperament to use and adapt information productively. The teaching of these skills must be seamlessly integrated into daily instruction. Our Literacy Council will continue local Birth – five efforts to share developmental and student achievement data results. WSD partners with birth to 5 centers that have achieved the STAR 3 or STAR 4 level ensuring that all components of an ideal literacy environment are already in place. For the birth to 3 areas, the Keystone STARS program is improving quality in participating child care programs. These child care programs operate at a much higher quality level because of the rigor involved in becoming a Keystone STARS. Research shows that for preschool children use of a defined curriculum and teachers with college degrees positively affect quality in early care and education programs as measured by the Early Childhood Environment Rating Scale (ECERS). Child care centers with STAR 3 and STAR 4 levels have significantly higher Overall ECERS scores than centers not enrolled in the Keystone STARS system or at the Start with STARS level. Birth to 3 benchmarks are measured by the Infant Toddler Environment Rating Scale (ITERS). These higher level programs emphasize staff education; staff participation in ongoing professional development; and use of a curriculum in addition to the program's general focus on helping practitioners support children's early learning and development.

13. Based on current research, describe an ideal literacy environment (group setting) for pre-school children.

- a) Which components of this environment do you and your literacy partners currently have in place?
- b) If preschool is part of your Target Group, describe the priority improvements you will make to the literacy environment for this age group during Year 1.
- c) If preschool is not part of your Target Group, describe how your district will pursue continuous improvement in this area without Keystones to Opportunity funding.

Today's 21st century learning environments are the support systems that organize the condition in which children learn best – systems that accommodate the unique learning needs of every child and support the positive human relationships needed for effective learning. 21st century learning environments must address the multiple and interconnected learning needs of the whole child. Learning environments are the structures, tools, and communities that inspire students and educators to attain 21st Century knowledge and skills. Students need access to digital tools and media-rich resources that help them explore, understand, and express themselves in today's world. A robust infrastructure, designed for flexibility and growth provides this learning experience. In addition to core knowledge, life-long learning skills of Critical Thinking and Problem Solving, Creativity and Innovation, and Communication and Collaboration are essential to promoting the capacity to learn and grow. Teaching these skills must be seamlessly integrated into daily instruction. We must prepare our students with multi-modal literacies to participate fully in a global community. It is imperative that pre-school deliveries respond to the rapidly emerging information and communication technologies that continually shape new forms of communication. We must arm our students with skills, strategies and the resiliency/temperament to use and adapt information productively. The teaching of these skills must be seamlessly integrated into daily instruction. Our Literacy Council will continue local Birth – five efforts to share developmental and student achievement data results. WSD partners with birth to 5 centers that have achieved the STAR 3 or STAR 4 level ensuring that all components of an ideal literacy environment are already in place. Bridging the transition to Kindergarten and strengthening the pre to school age partnerships will ensure a more uniform, sequential, instructional delivery. For the 3-5 areas, the Keystone STARS program is improving quality in participating child care programs. These child care programs operate at a much higher quality level because of the rigor involved in becoming a Keystone STARS. Research shows that for preschool children use of a defined curriculum and teachers with college degrees positively affect quality in early care and education programs as measured by the Early Childhood Environment Rating Scale (ECERS). Child care centers with STAR 3 and STAR 4 levels have significantly higher Overall ECERS scores than centers not enrolled in the Keystone STARS system or at the Start with STARS level. Birth to 3 benchmarks are measured by the Infant Toddler Environment Rating Scale (ITERS). These higher level programs emphasize staff education; staff participation in ongoing professional development; and use of a curriculum in addition to the

program's general focus on helping practitioners support children's early learning and development.

14. Based on current research, describe an ideal literacy environment for children in Kindergarten through grade 5.

- a) Which components of this environment do you currently have in place?
- b) If elementary schools are part of your Target Group, describe the priority improvements you will make to the literacy environment for this age group during Year 1.
- c) If elementary schools are not part of your Target Group, describe how your district will pursue continuous improvement in this area without Keystones to Opportunity funding.

21st century learning environments are support systems that organize the condition in which children learn best – systems that accommodate the unique learning needs of every child & support the positive human relationships needed for effective learning. Said environments must address the multiple and interconnected learning needs of the whole child. Learning environments are the structures, tools, and communities that inspire students and educators to attain 21st Century knowledge and skills. Students need access to the digital tools and media-rich resources that will help them explore, understand, and express themselves in the world they will inherit tomorrow. A robust infrastructure, designed for flexibility and growth is essential in providing this learning experience. In addition to core knowledge, life-long learning skills of Critical Thinking & Problem Solving, Creativity & Innovation, & Communication & Collaboration are essential to promoting the capacity to learn & grow. Teaching these skills must be seamlessly integrated into daily instruction. We must prepare our students with multi-modal literacies to participate fully in a global community. It is imperative that our schools respond to the rapidly emerging information & communication technologies that continually shape new forms of reading & writing. We must arm our students with skills, strategies & the resiliency/temperament to use & adapt information productively. For our target level, grades 5 & 6, support systems which encourage inquiry/project-based learning, information communication and technology literacy, and life & career skills and include access to a high speed internet connection, local area network, student information system, at least one teacher computer, projector, and interactive white board for each classroom. Recommendations from the Literacy core team will be integrated into our elementary continuous improvement plan. In addition, students should have access to computer labs with high speed internet on a frequent basis. This allows students to become creators of unique information rather than just consumers. Currently, all grade 5 & 6 core teachers have a teacher laptop, projector, and interactive white board. Grade 5 & 6 students have access to 2 computer labs, 2 sets of student responders, and 3 Flip movie cameras shared with grade 4. Priority improvements for grade 5 & 6 would include purchase of iPevo document cameras, and license for Frames software. Frames is a digital storytelling software that allows students to create animated movies and digital stories. It engages students in the curriculum, encourages problem-solving, and provides a means to collaborate and communicate ideas. Additionally, e-readers will be purchased & piloted with non-proficient readers to determine the effect on oral

15. Based on current research, describe an ideal literacy environment (group setting) for students in grades 6 through 8.

- a) Which components of this environment do you currently have in place?
- b) If middle school is part of your Target Group, describe the priority improvements you will make to the literacy environment for this age group during Year 1.
- c) If middle school is not part of your Target Group, describe how your district will pursue continuous improvement in this area without Keystones to Opportunity funding.

reading fluency and comprehension by utilizing electronic books with the capacity for text to speech function. 1 cart, & 24 student laptops will also be purchased.

Today's 21st century learning environments are the support systems that organize the condition in which children learn best – systems that accommodate the unique learning needs of every child & support the positive human relationships needed for effective learning. 21st century learning environments must address the multiple & interconnected learning needs of the whole child. Learning environments are the structures, tools, & communities that inspire students & educators to attain 21st Century knowledge & skills. Students need access to the digital tools & media-rich resources that will help them explore, understand, & express themselves in the world they will inherit tomorrow. A robust infrastructure, designed for flexibility & growth is essential in providing this learning experience. In addition to core knowledge, life-long learning skills of Critical Thinking & Problem Solving, Creativity & Innovation, & Communication & Collaboration are essential to promoting the capacity to learn & grow. Teaching these skills must be seamlessly integrated into daily instruction. We must prepare our students with multi-modal literacies to participate fully in a global community. It is imperative that our schools respond to the rapidly emerging information & communication technologies that continually shape new forms of reading & writing. We must arm our students with skills, strategies & the resiliency/temperament to use & adapt information productively. Our 7th & 8th grade target levels support systems which include: access to high speed internet connection, local area network, student information system, at least one teacher computer, projector, & interactive white board per classroom. In addition, students have access to computer labs with high speed internet on a frequent basis. This allows students to become creators of unique information rather than just consumers. Currently, all grade 7 & 8 core teachers & sp. education teachers have a teacher laptop, projector, & interactive white board. In addition, grade 7 & 8 students have access to 2 computer labs, 24 student laptops, & 2 sets of student responders. Priority improvements for grade 7 & 8 would include purchase of 2 laptop carts & 48 laptops & additional access points. Grades 7&8 will be moving to the high school building in fall of 2012 as we restructure to a Jr/Sr High school. After this move, all teachers will have a teacher laptop, projector, & interactive white board. One computer lab & the 2 carts of laptops will be shared among seventh & eighth grade. Additionally, e-readers will be purchased & used with non-proficient readers. The Practical Assessment Exploration System will be established for career skill attainment. This program operates in a simulated work environment. Strict work procedures are followed so students get the feel of real work & learn necessary skills for

16. Based on current research, describe an ideal literacy environment for students in grades 9 through 12.

a) Which components of this environment do you currently have in place?

b) If high school is part of your Target Group, describe the priority improvements you will make to the literacy environment for this age group during Year 1.

c) If high school is not part of your Target Group, describe how your district will pursue continuous improvement in this area without Keystones to Opportunity funding.

success in the workplace.

21st century learning environments are the support systems that organize the condition in which children learn best – systems that accommodate the unique learning needs of every child & support the positive human relationships needed for effective learning. 21st century learning environments address the multiple & interconnected learning needs of the whole child. Learning environments are the structures, tools, & communities that inspire students & educators to attain the 21st Century knowledge & skills. Students need access to the digital tools & media-rich resources that will help them explore, understand, & express themselves in the world they will inherit tomorrow. A robust infrastructure, designed for flexibility & growth is essential in providing this learning experience. In addition to core knowledge, the life-long learning skills of Critical Thinking & Problem Solving, Creativity & Innovation, & Communication & Collaboration are essential to promoting the capacity to learn & grow. The teaching of these skills must be seamlessly integrated into the daily curriculum. We must prepare our students with multi-modal literacies to participate fully in a global community. It is imperative that our schools respond to the rapidly emerging information & communication technologies that continually shape new forms of reading & writing. We must arm our students with skills, strategies & the resiliency/temperament to use & adapt information productively. Our targeted grade 9 has support systems include access to a high speed internet connection, local area network, student information system, computer(s), projector, & interactive white board in each classroom. Students have access to computer labs with high speed internet. Teachers must collaborate to make the transition to high school seamless. All grade 9 teachers have a teacher laptop, projector, & interactive white board. In addition, grade 9 students have access to two computer labs, 2 carts of 24 student laptops, & 2 sets of student responders. E-readers will be purchased & piloted with non-proficient readers. We have an extensive 9th grade orientation support system in place. Our philosophy requires that all of our high school students have equitable post secondary options. Senior year gives them the opportunity to experience an internship. All high school students must experience an on-line course prior to graduation. 9th graders must establish proficiency & develop a school to career plan. Priority improvements for grade 9 will include collaboration time for teachers & administrators to enhance our existing orientation program so that we implement an effective instructional delivery to address literacy needs. The Practical Assessment Exploration System will be established to assist in career skill attainment. This program operates in a simulated work environment. Strict work procedures are followed so students get the feel of real

work & learn necessary skills for success in the workplace.

Using Data for Instructional Decision-making

17. Describe your LEA plan for collecting the required assessment data within the specified timeframes. Please be specific and provide assurances that required data will be submitted accurately and on a timely basis.

Washington School District currently utilizes data informed decisions and data informed instruction. We've developed capacity in the areas of data analysis and instructional adjustments. We are committed to delivering a prescriptive education for all students. Administrators recognize that data challenge current practice and upset established routines. Data always point to some kind of action that should be taken. We embrace data based decision making. We extend that commitment to collecting Keystone assessment data and submitting it accurately and on time. Administration prioritizes helping our schools gather, analyze, communicate, and use data. We employ a technology integration/data coach. She is an integral part of our data collection, aggregation, and dissemination. She creates reports, and highlights areas that need immediate attention, discovers root causes for data anomalies. In addition, she works closely with grade level data teams to ensure that data is accurate and that grade level faculty meetings are held and are productive in using data to inform instruction and decision making. Her trainings have built capacity among our teachers in utilizing data to drive instruction. Each level has site based teams that review data to revise and improve instruction. Our coach's technology skills are comprehensive and she has served in the role of data liaison for previous grant initiatives. Building level principals currently plan and facilitate the testing schedule for benchmark and PSSA testing. The same attention to detail will be given to all required assessments/surveys. Data are used systematically and has become a significant component of our learning community culture. We will identify a dedicated Literacy Assessment Data Liaison (LADL) who will oversee the entire process for the district. The LADL will track & monitor the assessment process from start to finish using the EdInsight Instructional Management System (IMS) from OnHand Schools (OHS). OHS is a Pa. company whose educational software is in 110 school districts in Pa. OHS is a partner in IU 1 serving as a preferred provider of consulting services. The EdInsight Instructional Management System (IMS) suite has 5 major tools--3 will be used in our data/assessment plan: EdInsight Data Window Tool™ (central component of the IMS); EdInsight Mobile iPad apps (for ITERS, ECERS & H.E.A.T. forms & Literacy Learning Walks); EdInsight Assessment Manager (tracks the assessment process in real time). Data are automatically uploaded into EdInsight from the web-based systems (e.g DIBELS Next); other data are easily transferred from iPad apps to EdInsight; data are available immediately upon being transmitted to EdInsight by the District (e.g. GRADE). With these tools, the LADL can see assessment results as they are entered, run reports to make sure the data is being processed, track the assessment process in real time from scheduling to upload

& intervene if problems exist.

18. What is your LEA plan for analyzing and sharing aggregate literacy assessment results with all students, teachers, parents, and others in the school community?

The district has teams at each level who currently analyze student data and distribute DIBELS, Grade, 4Sight and/or PSSA data at faculty data meetings. They also facilitate conversation about grouping/regrouping students for remediation and/or enrichment. RtII teams submit progress monitoring data for students at each level. Students move through these fluid groups. Guidance counselors or grade level teachers share individual student data with each pupil. Teachers review benchmark test results with students who then graph their progress throughout the course of the school year. Most students find their growth and progress engaging. Some are pleasantly surprised by their achievements. Some have begun competing with themselves to do better with each test. Taking the PSSA test has become a positive experience to demonstrate all that's been learned. In addition, Washington School District utilizes OnHand Schools Edinsight which allows teachers and administrators access to student assessment data. Viewing longitudinal student achievement data for groups and/or individuals is standard practice. This information is shared with parents and students in any meetings that occur – parent conferences, IEP, Chapter 15, SAP and/or any of the meetings that occur with parents and/or staff members. Parents are mailed all of their child's benchmark and PSSA results. AYP information is publicly discussed at Board meetings with each principal reporting for his/her school. AYP information is also mailed to all residents of the district and posted on our website. Parents receive copies their child's benchmark and standardized test results. Attendance and discipline data are significant components of a student's profile. Student report cards incorporate a behavioral rating for each class K-12. Families get warning letters after a student misses 8 unexcused days of school and parents are cited for truancy on the 10th consecutive unexcused absence. Our existing system for dissemination of data to students will be used to share literacy assessment results. Sharing of literacy assessment results will flow seamlessly within the existing system for data dissemination. Although effort is appreciated, we have moved to a results based system that rewards and/or recognizes achievement.

19. How will your LEA and ECE program actively engage each of these stakeholder groups (i.e., students, teachers, parents and community member) in helping to improve literacy outcomes birth through grade 12? Please be as specific as possible.

The District has made a strong commitment to dedicating a large portion of daily instructional time to literacy. Elementary grades K-5 have two (2) hour Reading/Language Arts classes. Grades 6, 7 and 8 have 1.5 hours for language arts instruction. In addition, elementary classrooms have RtII time for tiered instruction during the school day. We host and fully integrate one pre-K

and one Headstart classroom in our Primary School run by Community Action Southwest. Academic support courses in Reading are also offered at the middle and high school levels during the school day. These courses are required of all students identified as making inadequate progress. Our middle school has the Drop Everything and Read (DEAR) program. After school offerings i.e., tutoring, credit recovery focuses primarily on remediation for non-proficient students. In collaboration with Family Center, Connect, Inc., we host a 3 hour after school care program. We have collaborated to provide academic and behavioral components that align with school instruction and our School Wide Positive Behavioral model. Family Center's offerings have grown to include a menu of activities, summer programming and fieldtrips. We continue the partnership in the summer with our teachers providing the academic part and Family Center coming in at noon to provide the community based and/or project based learning in the afternoon. Our partnerships with California University and W & J College provide tutors and interns during and after the school day that provide one:one or small group tutoring and/or academic assistance for non proficient students. Vista volunteers do the same for grades 9-12. We began training our high school Science and Social Studies teachers in Reading Apprenticeship strategies. We plan to provide staff development for all of our teachers of content area courses in the critical reading strategies that are effective in their subject areas. Community and parent involvement is solicited to provide reading enrichment opportunities for all students. Parent workshops are offered and facilitated by a Parent Liaison – an actual parent whose position is funded with Title I monies. We ask that students and their families also make a time commitment to literacy. Accelerated reader is employed in grades 2 -12. The District invests in books and tests to support the continuation of this opportunity district wide. Elementary and secondary librarians are aware of student reading levels and assist students with choosing an appropriate title. Our elementary and middle schools incorporate rewards and recognition ceremonies for those prolific readers. The District has quarterly honors assemblies for grades 4 – 12. Parents and community members are invited to share in celebrating our students' academic achievements each grading period. The year culminates in our annual awards ceremony for all schools. These programs are well attended by parents and community members.

20. At the end of Year 1, how will your LEA and ECE program know if targeted students are making adequate progress in improving literacy skills? Please define what “adequate progress” means for your LEA in Year 1 and the data you will use to determine whether your LEA and ECE program are on track.

It is our goal to implement the developmental, accelerated, and preventive reading program requirements that will ensure that students can read on grade level before entering Grade 3, and to diagnose and accelerate the reading performance of all students in all grade levels. Assessments are used for diagnostic purposes and to establish learning goals and guide instruction. Benchmarks

are established at each level to represent minimal skills a student must attain by the end of the school year in order to achieve success at the next level. Instructional opportunities include teach, reteach, reinforce and enrich. Our plan will include Pennsylvania State Board of Education's definition of proficiency which states, "Satisfactory academic performance indicating a solid understanding and adequate display of the skills included in PA's academic standards. Additionally, we will begin building capacity among key leaders at each level about implementing Common Core standards to insure overall comprehension of depth of knowledge competencies and implementation. We will craft a strategic and coherent approach to aligning the four levels of Depth of Knowledge with the six elements of the standards aligned system. Then definitions and descriptions of each will be consistent among learning community members. Multiple criteria are used to determine student achievement and to develop educational recommendations for individuals and/or group recommendations. Criteria include: Standardized test scores: DIBELS, GRADE, 4 Sight, Pennsylvania system of School Assessment (PSSA), SAS Classroom Diagnostic Tools (CDTs), PVASS, Attendance, Behavioral data, Curriculum-Based Assessments, Grade Point Averages. Individual student longitudinal data profiles are electronically available to classroom teachers via EdInsight. Data teams convene following each assessment. Birth-5 developmental progress will be measured by the Infant Toddler Environment Rating Scale (ITERS) and Early childhood Environment Rating scale (ECERS). Adequate yearly progress as established by PSSA is recognized but our plan will emphasize a year's worth of educational growth. The standard for PA Academic Growth is met when the student group makes one year's growth and maintains their relative achievement level from one year to the next in relation to the statewide distribution. A strong multi-dimensional assessment system is imperative to developing and implementing an effective literacy program for all students at all levels.

Implementing the Local Literacy Improvement Plan**21. What are the 5 priority areas for literacy improvement you identified in your Pre-application?**

Priority #1	Priority #2	Priority #3	Priority #4	Priority #5
Literacy Leadership, Goals, and Sustainability	Standards and Curriculum	Instruction	Assessments	Transition

22. Please identify some or all of the areas from your Pre-application priority list that have NOT been addressed under Professional Development, Classroom Environment, Using Data for Literacy Decision-Making, or Developing your Local Comprehensive Literacy Plan. Describe your team's rationale for wanting to make improvements in these areas.

For developing our local Literacy plan it is imperative for us to allocate time for monthly Literacy Council meetings. Additionally, time for site based school meetings will provide Literacy Council reps opportunities for sharing information and developing school based action plans for implementation. Development of common assessments must be accomplished. We also plan to use retired teachers who displayed commendable performance in delivering reading/literacy instruction as classroom coaches for embedded staff development in instruction and for creating a 21st Century classroom environment. We hope to train these coaches via PIIC through conferences and courses at Penn State in 2012-13 school year. These improvements are required in order to provide uniform, sequential K-12 literacy instruction.

23. State each of the priority areas identified in question twenty-two as a SMART (Specific, Measurable, Attainable, Relevant and Time-bound) goal.

SMART Goal #1	SMART Goal #2	SMART Goal #3	SMART Goal #4	SMART Goal #5
Increase leadership at each level. Literacy Council will demonstrate and promote evidence based strategies, methods; establish the standard for B-12 literacy instruction and data analysis by 5/2013.				
	Develop a Birth-12 literacy curriculum evidenced by a uniform, sequential delivery of skills and depth of knowledge necessary for each child to succeed at the next level by May 2014.			

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		Develop a uniform framework for standards of classroom practice, curriculum, instruction and assessment and strengthen our current system by infusing 21st Century skill requirements.		
			Identify achievement gaps; promote understanding about what works & what actions will increase rigor, relevance, improve instruction and provide a prescriptive education for all students by May 2014.	

24. Please articulate the work breakdown structure for attaining each of these goals in Year 1 of the project. The action steps for each goal should be as specific as possible. The individual each action step is assigned to should be identified by name or role. The timeline should include specific dates rather than terms such as “ongoing” or “TBD.” These dates may need to be adjusted in the future, but since readers will be assessing the overall feasibility of the plan, including specific timelines will benefit the applicant.

Smart Goal	Action Step	Assigned to	Timeline	Evidence of Implementation
#1	Identify a Birth-12 transition team	Building Level Administrators	8/2012 monthly through 5/2013	Structured transition plan at each level B-12
#1	Hire 1 Literacy Coach per target grade level	District Superintendent	July-August 2012	Literacy Coaches in place for each grade level 5-9
#1	Train Literacy Coaches via PIIC leadership conf.	District Superintendent	10/29-31; 1/7-9; 4/22-24	Completed course work
#1	Set up coaches schedules for working with teachers	Building Level Administrators	9/2012	Coaches meeting with teachers on a regular basis

#2	Establish a guide for Depth of Learning	Literacy Council	8/2012 monthly through 5/2013	Depth of learning integrated curriculum
#2	Review and Revise fundamental sequential delivery	Literacy Council	8/2012 monthly through 5/2013	Sequential delivery of required skills
#2	Review and revise PreK-K procedures	Kelly Godell/Primary Principal	8/2012 & 3/2013	PreK information is part of K registration
#2	Review and Revise Curriculum Maps	Site Based Teams	8/2012 monthly through 5/2013	Curriculum complete and fully aligned to standards
#2	Complete all curriculum maps, framework, rubrics	Asst. Superintendent, site based, Literacy council	8/2012 monthly through 5/2013	Maps completed with common framework and rubrics
#3	Establish after school tutoring programs	Building Administrators	5/2012	Students in attendance at summer school programs
#3	Establish summer school at each level	Building level administrators	4/2013	Student attendance at summer school programs
#3	review, revise remediation instruction all levels	Literacy Council and Site Based Teams	8/2012 monthly through 5/2013	Increased prescriptive, evidence based instruction
#3	Provide coaching/mentoring for teachers	District Superintendent	8/2012 monthly through 5/2013	Teachers deliver evidence-based instr./strategies
#4	Identify one leader in literacy/data at each level	Building Principals	8/2012	Leaders established at each level

#4	Train/mentor literacy/data leaders	Data coordinator/On Hand Schools rep	8/2012 monthly through 5/2013	Leaders will be able to facilitate data meetings
#4	Identify a literacy liason B-12	District Superintendent	5/2012	Liason in place and meeting with teams
#4	Provide time and support to meet and analyze data	Literacy Liason/District Superintendent	5/2012; 8/2012 monthly through 5/2013	Regular meeting times with staff and liason
#1	Establish PAES program for grades 6-9	Transition Coordinator	5/2012; 8/2012	Student results from PAES curriculum
#1	Create B-12 Literacy Plan	Literacy Council/On Hand Schools Rep	8/2012 monthly through 5/2013	Completed literacy plan
#3	Provide necessary equipment/software	IT coordinator/Tech integrator	5/2012 until all equipment is installed	All classrooms outfitted for 21st century environ.
#3	Train/mentor teachers for full integration of tech	Technology Integrator	5/2012 bi-monthly through 5/2013	Teachers seamlessly integrate 21st century skills

25. How will your LEA evaluate the effectiveness of these local literacy improvement goals at the end of Year 1? Who will be involved in the evaluation? What evidence will you have that these improvements have led to improved literacy outcomes for students?

It is our goal to implement the developmental, accelerated, and preventive reading program requirements that will ensure that students can read on grade level before entering Grade 3, and to diagnose and accelerate the reading performance of all students in all grade levels. Assessments are used for diagnostic purposes and to establish learning goals and guide instruction. Benchmarks are established at each level to represent minimal skills a student must attain by the end of the school year in order to achieve success at the next level. Instructional opportunities include teach, reteach, reinforce and enrich. Our plan will include Pennsylvania State Board of Education's definition of proficiency which states, "Satisfactory academic performance indicating a solid understanding and adequate display of the skills included in PA's academic standards. Additionally, we will begin

building capacity among key leaders at each level about implementing Common Core standards to insure overall comprehension of depth of knowledge competencies and implementation. We will craft a strategic and coherent approach to aligning the four levels of Depth of Knowledge with the six elements of the standards aligned system. Then definitions and descriptions of each will be consistent among learning community members. Multiple criteria are used to determine student achievement and to develop educational recommendations for individuals and/or group recommendations. Criteria include: Standardized test scores: DIBELS, GRADE, 4 Sight, Pennsylvania system of School Assessment (PSSA), SAS Classroom Diagnostic Tools (CDTs), PVASS, Attendance, Behavioral data, Curriculum-Based Assessments, Grade Point Averages. Individual student longitudinal data profiles are electronically available to classroom teachers via EdInsight. Data teams convene following each assessment. Birth-5 developmental progress will be measured by the Infant Toddler Environment Rating Scale (ITERS) and Early childhood Environment Rating scale (ECERS). Adequate yearly progress as established by PSSA is recognized but our plan will emphasize a year's worth of educational growth. The standard for PA Academic Growth is met when the student group makes one year's growth and maintains their relative achievement level from one year to the next in relation to the statewide distribution. Atlas Rubicon curriculum mapping software will identify curriculum discrepancies/gaps. Teacher evaluations, principal walk throughs and literacy coaches will monitor and assist with fidelity and results of instruction. Transition teams at each level will review revise and adjust supportive activities to assure a seamless transition for each student. A strong multi-dimensional assessment system is imperative to developing and implementing an effective literacy program for all students at all levels.

26. How will these local literacy improvements be sustained when KtO dollars are no longer available?

The District is committed to sustaining the Literacy Council. We will incorporate meetings in our annual collaborative plan. Plans of action will be maintained and components will become part of the District's strategic plan and/or school continuous improvement plans. Staff development literacy training/opportunities will remain in our Act 48 section of our strategic plan. Collaboration with our Birth - 5 partners and/or agency partnerships should assist with sustainability.

Budget: Birth through Age Five

Budget Function	Budget Object	Amount
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Budget: Kindergarten through Grade 5

Function	Object	Amount
1000 - Instruction	600 - Supplies	66958.00
2270 - Professional Development	580 - Travel	1755.00
1000 - Instruction	100 - Salaries	37559.00
1000 - Instruction	200 - Benefits	6760.00
1000 - Instruction	500 - Other Purchased Services	12000.00
1000 - Instruction	300 - Purchased Professional and Technical Services	250.00
2270 - Professional Development	100 - Salaries	1674.00
2270 - Professional Development	300 - Purchased Professional and Technical Services	9750.00

Budget: Grades 6-8

Function	Object	Amount
1000 - Instruction	300 - Purchased Professional and Technical Services	1306.00
2270 - Professional Development	100 - Salaries	2511.00
1000 - Instruction	100 - Salaries	40083.00
1000 - Instruction	600 - Supplies	88666.00
2270 - Professional Development	580 - Travel	2565.00
1000 - Instruction	200 - Benefits	6825.00
2270 - Professional Development	300 - Purchased Professional and Technical Services	6000.00

Budget: Grades 9-12

Function	Object	Amount
1000 - Instruction	100 - Salaries	33239.00
1000 - Instruction	200 - Benefits	3365.00
1000 - Instruction	600 - Supplies	16246.00
2270 - Professional Development	300 - Purchased Professional and Technical Services	6000.00
2270 - Professional Development	500 - Other Purchased Services	3455.00
2270 - Professional Development	100 - Salaries	5085.00

**SUMMARY BUDGET
FISCAL YEAR 2011 - 2012****ENTITY NAME:** Washington SD

Original

Refer to fiscal guidelines and grants manual for explanation of budget categories. ALL AMOUNTS MUST BE ROUNDED TO THE NEAREST DOLLAR. AN ACCOMPANYING DETAILED BUDGET MAY BE REQUIRED.

Cost Function	Description Of Functions	100 Salaries	200 Benefits	300 Purchased Professional & Technical Services	400 Purchased Property Services	500 Other Purchased Services	600 Supplies 800 Dues Fees	700 Property	Total
1000	Instruction	110,881.00	16,950.00	1,556.00	0.00	12,000.00	171,870.00	0.00	313,257.00
1692	Tutor Training	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
2100	Pupil Personnel Services	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
2200	Staff Support Services	9,270.00	0.00	21,750.00	0.00	7,775.00	0.00	0.00	38,795.00
2300	Administrative Support/Services	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
2400	Health Support Services	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
2500	Business Support Services	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
2600	Operation Maintenance	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
2700	Student Transportation	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
2800	Central Support Services	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
2900	Other Support Services	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
3300	Community Services	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
4200	Existing Site Improvement Services	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Column Totals		\$120,151.00	\$16,950.00	\$23,306.00	\$0.00	\$19,775.00	\$171,870.00	\$0.00	Sub Total \$352,052.00
						Approved Indirect Cost/Operational Rate: <u>0.0000</u> (CF 5000:OBJ 900)			0.00
						Pass Through Funds (If Applicable) (CF 2990: OBJ 899)			0.00
									\$352,052.00

Local Matching Funds - (Not applicable to Special Education programs.)

Object Code	100	200	300	400	500	600	700	900	Total
LOCAL MATCH	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0

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Application**